TOPIC: COLORADO COMMUNITY COLLEGE SYSTEM,

DEVELOPMENTAL EDUCATION TASKFORCE UPDATE

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STUDENT SERVICES

I. <u>SUMMARY</u>

In 2011, the Colorado Community College System Developmental Education Task Force (DETF) was charged with reviewing developmental education practices throughout the System and to make recommendations to improve developmental education, resulting in greater student success.

The DETF was asked to holistically examine the role that developmental education plays in overall student success by completing the following activities:

- 1. Review and clarify the purpose of developmental education and analyze implications for policy and practice resulting from a clarified purpose.
- 2. Review current system policies and practices related to developmental education and propose revisions that will promote greater student success in alignment with sound academic principles and practice.
- 3. Investigate and analyze measures of success, data reports and studies on success of developmental education students.
- 4. Examine structures for developmental education, highlighting innovative and successful strategies, improving the student experience and identifying barriers to success.
- 5. On the basis of a comprehensive review, recommend broad strategies and specific initiatives related to developmental education that should be pursued by Colorado's Community College System Colleges, leading to enhanced outcomes for student learning and success.

II. <u>BACKGROUND</u>

Experts from across the country and from programs in Colorado shared their successes in developmental education redesign. Recommended models included:

- Accelerated Learning Program (ALP) of Community College of Baltimore County
- California Acceleration Project (CAP) at Los Medanos Community College and Chabot College
- Pathways project at the Dana Center at the University of Texas at Austin
- Community College of Aurora's integrated curriculum in reading and English
- Community College of Denver's FastStart program
- Front Range Community College's learning communities and accelerated projects.

Recommendations from the Task Force

Assessment and Testing The Task Force recommended adding non-cognitive questions to the Accuplacer and creating a Colorado Community College System-specific Accuplacer that will match test questions to the specific competencies of developmental courses. In addition, the Task Force discovered that Colorado community colleges lack uniform policies about how Accuplacer is administered.

Task Force recommendations:

- That the algebra section of the math assessment is always given first
- That Accuplacer scores need to be validated every three years
- That students have access to a calculator when a calculator is an appropriate tool
- That colleges have consistent policies about retakes
- And, that colleges communicate consistently the importance of the Accuplacer to students.

To accomplish those priorities the Task Force recommended that CCCS have an Institutional Administrator (IA) and one Accuplacer site for their entire system.

Mathematics The Math redesign embraces the pathways model from the Dana Center's MathWays project and the StatWays project from Los Medanos College in California. In this model, most students will complete their developmental requirement in one semester with one course. The model builds pathways for students based on the career and educational goals of the students.

It was recommended that two different developmental courses for math be created. One will be a Quantitative Literacy class that will develop the skills students need to be successful in either a non-transfer math course like MAT 107 and 109 or a transfer but non-algebra based math course like MAT 120 or 135. The second course will be a science, technology, energy, or math (STEM) course developmental course for students who need MAT 121 (College Algebra).

College Reading and Composition The English and Reading redesign embraces the principles of acceleration and mainstreaming. This redesign adds contextualization to its core development. In the new model, students will be permitted to complete their developmental coursework in one semester. The new college reading and composition program will include a standalone developmental course that integrates reading and writing, a college level discipline strand course

plus an integrated reading and writing co-requisite, or a college level writing course linked with an integrated reading and writing co-requisite.

Learning Support Services Each college will develop a plan that engages developmental students from their first contact with the college through the completion of their remedial sequence and their entry into college level work. Colleges will identify how they are helping students plan for success through their assessment and placement, through orientations, through academic goal setting and planning and/or through the registration process. Colleges will demonstrate how they initiate success for students by providing accelerated or fast track developmental education, a first year experience, a student success course, and/or learning communities.

Colleges will also describe the intentional strategies they have in place to sustain success such as class attendance, alert and intervention programs, experiential learning beyond the classroom, tutoring, and supplemental instruction. What a college offers students depends on the resources and services that a college determines can be effective for their students and can be provided given the resources of the college. The DETF plan asks that colleges intentionally address barriers to student success, retention, and completion.

State Board for Community College and Occupational Education Action

The recommendations discussed above were presented to the State Board for Community Colleges and Occupational Education on February 13, 2013 as a consent item. The SBCCOE endorsed the recommendations and charged the system with their implementation over the next two years.

III. STAFF ANALYSIS

The Remedial Education policy review task force (sponsored by the Department of Higher Education) is closely studying and evaluating the recommendations from the DEFT. The DHE's remedial education policy review task force includes people who participated in the DETF. The Remedial Education policy review task force will consider the CCCS's newly adopted policies in the context of the ongoing statewide remedial policy revision work.

IV. <u>STAFF RECOMMENDATIONS</u>

No action is required. This is an information item only.